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ABSTRACT

The progress report on implementation of the 1993-1994 Massachusetts plan for professional development covers four goals: (1) work with members of the educational community to establish state professional development priorities and identify resources; (2) assist school districts to create coherence among state, district, school, and individual professional development plans; (3) link professional development and recertification; and (4) link school districts and individuals with higher education, private service providers, and other resources for professional development. Activities connected with these objectives will be continued in Fiscal Year 1995. The Fiscal Year 1995 priority goals are: (1) design, implement, and support a vision and long-range plan for a statewide professional development service delivery system; (2) assist school districts to promote coherence among individual and organizational professional development plans and activities; (3) assist and support professional development for specific purposes; and (4) gather and disseminate information on professional development issues, policies, programs, practices, and resources. Next steps and timelines for implementing the goals, objectives, and activities of the plan are included. Two attachments provide: a list of professional development information available through the Department of Education; and a summary of 1994-95 State professional development priority goals, objectives/activities, and timelines. (ND)

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ED 408 288

The Commonwealth of Massachusetts

Department of Education

STATEWIDE PLAN FOR PROFESSIONAL DEVELOPMENT:

Progress Report on Year One (Fiscal Year 1994) and Plan for Year Two (Fiscal Year 1995)

June 1994

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Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (617) 388-3300
TTY: N.E.T. Relay 1-800-439-2370

June 30, 1994

Dear Colleagues and Community Members:

> *"If we are to hold students, and therefore schools and school staff, to higher standards, we must provide continuing quality professional development for all educators, so that teaching careers are challenging, rewarding, and respected. Without world class teaching we cannot expect world class learning."*
> Martin S. Kaplan and Madelaine S. Marquez. Co-Chairs. Massachusetts Board of Education's Commission on the Common Core of Learning. 1994.

The Education Reform Act (Chapter 71 of the Acts of 1993) directs the Board and Commissioner of Education to establish an Annual Statewide Plan for Professional Development, in consultation with the Secretary of Education and the Higher Education Coordinating Council, and submit the Plan to the Joint Committee on Education, Arts, and Humanities. This second annual Massachusetts ***Statewide Plan for Professional Development*** was approved by the Board of Education at its meeting on June 21, 1994. It reports progress in implementing the Fiscal Year 1994 Plan (January 1 - June 30, 1994) and sets Fiscal 1995 goals and objectives that build on the work of the first year as we create a comprehensive statewide professional development system for Massachusetts.

The purpose of professional development is to enable educators to engage actively in their own learning and professional growth so that they can prepare students to succeed in our democratic society. All professional development, whether intended to achieve school/district improvement goals or to address individual recertification needs, should be ongoing and of high quality.

Four priority goals will guide our efforts through June 1995:

- Design, implement, and support a vision and long-range plan for a statewide professional development service delivery system
- Assist school districts to create coherence among individual and school/district professional development plans and activities
- Assist and support professional development for specific purposes
- Gather and disseminate information on professional development issues, policies, programs, practices, and resources

I look forward to our work together in the coming year.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner of Education

Attachment

ACKNOWLEDGMENTS

The Fiscal Year 1995 Statewide Plan for Professional Development was developed in consultation with the Executive Office of Education and the Higher Education Coordinating Council.

The Massachusetts Department of Education gratefully acknowledges the work of Mary-Beth Fafard, Associate Commissioner, Educational Improvement Group and Carol M. Gilbert, Administrator, Instruction and Curriculum, Educational Improvement Group.

The authors want to thank Department of Education staff who contributed to the review of this Plan, and to offer special thanks to Dorothy Earle, Judith Sohn-White, and Jacqueline Peterson for their energy, expertise, and commitment to the Plan's development.

COMMONWEALTH OF MASSACHUSETTS

STATEWIDE PLAN FOR PROFESSIONAL DEVELOPMENT:

PROGRESS REPORT ON YEAR ONE
Fiscal Year 1994
(January 1 - June 30, 1994)

and

PLAN FOR YEAR TWO
Fiscal Year 1995
(July 1, 1994 - June 30, 1995)

Submitted to the
Massachusetts Board of Education
June 21, 1994

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MASSACHUSETTS STATEWIDE PLAN FOR PROFESSIONAL DEVELOPMENT: FISCAL YEAR 1994 PROGRESS REPORT AND FISCAL YEAR 1995 PLAN

EXECUTIVE SUMMARY

Professional development is a keystone of the Education Reform Act of 1993:

> *"...if we are to hold students, and therefore schools and school staff, to higher standards, we must provide continuing quality professional development for all educators, so that teaching careers are challenging, rewarding and respected. Without world class teaching we cannot expect world class learning."*
>
> Kaplan, M. and M. Marquez. Co-Chairs. Massachusetts Board of Education's Commission on the Common Core of Learning. 1994

The first Massachusetts Statewide Professional Development Plan for 1993 - 94 laid a firm foundation for all professional development planning and program implementation. The goals and objectives/activities of the second Plan, for 1994 - 1995, focus on completing the work proposed in Year One, and building on the foundation to begin the creation of a statewide professional development system for Massachusetts educators.

Based on the progress report on implementation of the Fiscal Year 1994 Plan, the Fiscal Year 1995 priority goals are:

- Design, Implement, and Support a Vision and Long-Range Plan for a Statewide Professional Development Service Delivery System.
- Assist School Districts to Create Coherence Among Individual and Organizational Professional Development Plans and Activities.
- Assist and Support Professional Development for Specific Purposes.
- Gather and Disseminate Information on Professional Development Issues, Policies, Programs, Practices, and Resources.

The Plan was developed based on information and recommendations from educators across Massachusetts. We will continue to work in consultation with the Secretary of Education and Higher Education Coordinating Council in implementing the Plan.

There must be adequate fiscal support from the Commonwealth if we are to implement the goals of the Fiscal Year 1995 Statewide Plan for Professional Development and to build a comprehensive statewide professional development system for Massachusetts.

MASSACHUSETTS BOARD AND DEPARTMENT OF EDUCATION

STATEWIDE PLAN FOR PROFESSIONAL DEVELOPMENT: PROGRESS REPORT ON YEAR ONE
January 1 - June 30, 1994
AND
PLAN FOR YEAR TWO
July 1994 - June 1995

I. INTRODUCTION

The Education Reform Act (Chapter 71 of the Acts of 1993) directs the Board and Commissioner of Education to establish an Annual Statewide Plan for Professional Development:

> *"The commissioner of education for the commonwealth shall prepare each year a plan for providing statewide assistance in the preparation and implementation of professional development plans. The commissioner shall consult with the secretary of education and the higher education coordinating council in developing said plan. This plan shall evaluate the feasibility of obtaining assistance from institutions of higher education and private service providers. The plan shall be submitted to the board of education for approval. A copy of said plan shall be submitted to the joint committee on education, arts, and humanities of the general court."* *(Ed. Reform Act, Sec.42 [G.L.c.71, s.38Q])*

The purpose of the annual Statewide Plan for Professional Development is to assist all Massachusetts educators to perform at high levels in order to achieve the paramount goal of the Education Reform Act:

> *"...to provide a public education system of sufficient quality to extend to all children the opportunity to reach their full potential and to lead lives as participants in the political and social life of the commonwealth and as contributors to its economy."* *(Ed. Reform Act, Sec.27 [G.L.c.69, s.1])*

Professional development is a keystone of the Education Reform Act of 1993. The Co-Chairs of the Board of Education's Commission on the Common Core of Learning have stated:

> *"...if we are to hold students, and therefore schools and school staff, to higher standards, we must provide continuing quality professional development for all educators, so that teaching careers are challenging, rewarding and respected. Without world class teaching we cannot expect world class learning."*

The Commissioner's first Statewide Professional Development Plan was presented to the Board of Education on December 21, 1993 and filed with the Legislature's Joint Committee on Education, Arts, and Humanities on December 29, 1993. It covered the period of January - June 1994. The purpose of the first Plan was to lay a firm foundation for all professional development planning and program implementation in the Commonwealth.

That Fiscal Year 1994 Plan was prepared based on recommendations from forty-seven members of the education community representing forty-one organizations, developed in consultation with the Secretary of Education and Higher Education Coordinating Council, and approved by the Board of Education. The Plan established guiding principles for future Plan development; a definition and list of the characteristics of high quality professional development; guiding principles for linking professional development with recertification; and priority goals, objectives, and implementation timelines through June 1994.

Members of the Ad Hoc Working Group were reconvened in February and March to assist the Commissioner to develop recommendations on the content of recertification regulations and a process for implementing them.

This second Statewide Plan for Professional Development was presented to the Board of Education on June 21, 1994 and filed with the Legislature's Joint Committee on Education, Arts, and Humanities on June 30, 1994. It covers the period of July 1, 1994 - June 30, 1995 and includes a progress report on implementation of the FY94 Statewide Plan as well as FY95 goals, objectives, and activities to build on and extend the work.

II. REPORT ON IMPLEMENTATION OF 1993 - 94 STATE PLAN PRIORITY GOALS, OBJECTIVES, AND ACTIVITIES

In the first year of implementation of the Education Reform Act of 1993, teachers, administrators, parents, and other partners in the educational process expressed strong interest in understanding the new law. Areas where there is significant change as a result of the law include:

- Initial certification
- Renewable, five-year certificates
- Teacher and administrator performance standards
- Ongoing professional development to improve student learning and implement education reform, meet recertification requirements, and address personnel evaluation needs
- Professional development plans, coordinated and designed to meet both individual and organizational needs, for:
  - — Individuals (recertification)
  - — Schools (in school improvement plans)
  - — School districts (specific topics, e.g., curriculum frameworks, recertification assistance, training plans for provisional teachers)
  - — State
- Linking of professional development providers — colleges/universities, collaboratives, consortia, private providers — with those needing services

A report on the implementation of the objectives and activities for each of the State's priority goals for 1993 - 94 and the need for continuation in 1994 - 95 is provided below:

A. Work with Members of the Educational Community to Establish State Professional Development Priorities and Identify Resources

Objectives/Activities:

1. *Inform educators and other interested parties of the relationship between professional development and the Education Reform Act of 1993, including the significance of the first Annual Statewide Plan for Professional Development.*

   a. *Conduct five regional forums on professional development and educational reform, including links with recertification.*

   Seven regional professional development forums were held across the Commonwealth from February through April 1994 in Bridgewater, Malden, Marlborough (2), West Springfield, Lowell, and Pittsfield. 600 educators and other interested parties attended in order to learn about the impact of the Education Reform Act of 1993 on educational personnel. Forums focused on professional development, particularly the FY94

Statewide Plan for Professional Development, and links with recertification. Participants provided valuable information to the Department which was used to shape professional development-related policies and practices.

At the request of forum participants, a sample individual professional development portfolio (see Attachment A) was developed and distributed at subsequent forums and professional meetings to assist educators to document professional development activities engaged in since June 18, 1993. Such activities may, if applicable, contribute to meeting requirements for recertification.

b. *Work with professional associations and others to disseminate written information on professional development and education reform, including links with recertification, to individual members.*

Copies of the FY94 Statewide Plan for Professional Development, 4,000 in all, were sent to superintendents, school committee chairpersons, principals, directors of collaboratives, directors of Ch. 766 approved private schools, the Higher Education Coordinating Council, presidents and executive directors of unions and other education professional associations, higher education personnel, participants in the professional development working groups who assisted in developing the FY94 Plan, and others on request. A camera-ready copy of the Plan was made available to the Massachusetts Teachers Association for distribution to each local affiliate.

Department staff presented information on the FY94 Statewide Plan for Professional Development and proposals for recertification requirements and the process to hundreds of educators at 20 professional conferences and meetings from December 1993 through June 1994: Massachusetts Teachers Association, Boston Teachers Union, Massachusetts Association of Bilingual Educators, Massachusetts Chapter 1 Educators, Massachusetts Association of Colleges for Teacher Education/Commonwealth Teacher Education Consortium, Boston College, Massachusetts Field Center for Teaching and Learning, Lucretia Crocker Academy, Massachusetts Association of School Committees, Massachusetts School Counselors Association, Massachusetts Principals Associations, Administrators Center at U.Mass./Dartmouth, EDCO Collaborative Program Advisory Committee, Education Development Center (EDC), Massachusetts Alliance for Arts Education, and local school faculty meetings.

2,500 packets of information (see Attachment A) on the impact of Education Reform on educational personnel; professional development, including the FY94 Statewide Plan for Professional Development and connections with improving student learning; and recertification were made available to all participants in forums and meetings, as well as to others on request.

2. *Work with members of the education community -- including the Board and Secretary of Education, Higher Education Coordinating Council, teachers, administrators, school council members, higher education, and private professional development service providers -- to do the following:*

   a. *Develop long-range (3 - 5 year) professional development goals and objectives, program initiatives, and resource options to advance the educational reform agenda (including implementation of the Board's Common Core of Learning, curriculum frameworks, student performance assessment, site-based management, professional performance standards, certification/recertification requirements, and others).*

      Broad long-range goals were identified as a result of meetings of the Ad Hoc Working Group on Professional Development and the April policy seminar. These concerned actions needed to establish a statewide professional development service delivery system. However, the six months covered by the FY94 Plan were not enough to engage in a more extensive, thoughtful planning process and also to accomplish other objectives and activities.

      To be continued in FY95.

   b. *Identify 1994 - 95 state professional development priorities.*

      Participants in forums and professional meetings were invited to identify their professional development priorities for FY95 and to make recommendations on the requirements and process to be developed for recertification. Educators also were invited to gather similar information from colleagues and mail the responses in to the Department. A database on professional development priority needs was created and contains 876 recommendations from 200 respondents: teachers (140), principals/ assistant principals (12), superintendents/other central office administrators/district-wide staff (8), parents (13), others, including professional development service providers (27). (See Attachment A.)

c. *Prepare the second Annual Statewide Plan for Professional Development.*

The second annual (FY95) Statewide Plan for Professional Development continues a number of FY94 objectives, many of which were initially identified through the professional development working groups and in consultation with the Higher Education Coordinating Council and the Secretary of Education. Other needs were identified as a result of the policy seminar on a statewide service delivery system and feedback, including the database of professional development priorities, from the forums and conferences at which Department staff presented.

d. *Identify existing and potential new Department resources and prepare a budget request to provide for professional development to implement education reform.*

The Department's Educational Improvement Service Group has initiated a process of reviewing the professional development programs and activities that it supports, offers, or sponsors to ensure that they are focused on achieving the goals of Education Reform and consistent with the Statewide Professional Development Plan.

The Board of Education engaged in a discussion of professional development at its November 1993 meeting and adopted funding options for professional development. These were included in the Department of Education's FY95 budget request to the Governor, who included $4.6 million for professional development in H.1. The Department's application for federal Goals 2000 will provide support for the State's Professional Development Plans.

3. *Submit the 1994 - 95 Statewide Plan for Professional Development to the Board and file a copy with the Governor and Legislature.*

The second annual (FY95) Statewide Plan will be presented to the Board of Education for approval at its June 21, 1994 meeting. It will be filed with the Legislature's Joint Committee on Education, Arts, and Humanities, the Governor and Lt. Governor, and the Secretary of Education on June 30, 1994. Hereafter, a Statewide Plan for Professional Development will be developed annually by the Commissioner, approved by the Board of Education, and filed with the Legislature and Governor by June 30 of each fiscal year.

B. Assist School Districts to Create Coherence Among State, District, School, and Individual Professional Development Plans

Objectives/Activities:

1. *Work with school districts, professional associations, higher education, private service providers, and others to identify or develop sample professional development plans, coordinated planning and program implementation procedures that promote the development of "communities of learners," and strategies for field testing them.*

   Documents and practices of other states were surveyed. Based on this information, a sample school district professional development plan was prepared and shared with selected school district personnel for comment. (See Attachment A.) The sample district plan contains the State's definition and characteristics of high quality professional development and includes components that are intended to promote coordinated planning and coherence among state, district, school, and individual goals.

   To be continued in FY95.

2. *Develop a sample training plan for possible use by school districts in preparing any provisional teachers for standard certification.*

   On January 14, 1994, the Governor signed new certification provisions into law. Revised certification regulations were approved by the Board of Education in May 1994. A sample training plan is yet to be developed.

   To be continued in FY95.

C. Link Professional Development and Recertification

Objectives/Activities:

1. *Work with the educational community to establish draft recertification regulations.*

   General guidelines for recertification were developed based on recommendations of the Ad Hoc Working Group for Professional Development and included in the FY94 Statewide Plan for Professional Development; the process is to be characterized by flexibility, quality, coherence, and simplicity. Recommendations from the Commissioner's Focus Group, the reconvened Ad Hoc Working Group, and suggestions from individual educators obtained as a result of the Regional Forums contributed to discussions of recertification by the Board of Education at meetings on April 26 and May 24, 1994. The results of all these discussions will be considered in the drafting of recertification regulations.

   To be continued in FY95.

2. *Work with the educational community to develop sample recertification plans, including a "no cost" option.*
3. *Hold hearings on the draft regulations.*
4. *Revise regulations to address concerns from hearings.*
5. *Submit proposed regulations on recertification to the Board of Education.*

Activities 2 - 5 are to be continued in FY95.

D. Link School Districts and Individuals with Higher Education, Private Service Providers, and Other Resources for Professional Development

Objectives/Activities:

1. *Work with higher education, professional associations, private professional development service providers, and others to identify and disseminate information on existing professional development resources to address 1993 - 94 state professional development priorities.*

   a. *Communicate with service providers through meetings or other means to gather information on relevant available resources.*

      Through regional forums, conferences, professional meetings, and telephone conversations, professional development service providers were invited to self-identify for future inclusion in a resource guide. (See also item III-D 1b2).)

      To be continued in FY95.

   b. *Develop and implement short-term strategies for disseminating information on and brokering relevant services through:*

      1) *Meetings and conferences, electronic communications, professional association mailings.*

         Information was provided informally in response to individual inquiries at forums, meetings, conferences, and telephone.

         To be continued in FY95.

2) *Professional development resource guide.*

A database of professional development service providers is being developed. At this point, service providers have self-identified and will be included in a resource guide. The guide will be refined as standards for professional development programs and activities are developed.

To be continued in FY95.

2. *Work with the Board of Education, Secretary of Education, Higher Education Coordinating Council, colleges and universities, professional associations (including unions), private service providers and others to create a statewide professional development service delivery infrastructure.*

The creation of a Massachusetts statewide professional development service delivery system began with an exploratory discussion among Department staff and a representative of Research for Better Teaching on January 21, 1994. A policy seminar on directions for a statewide professional development service delivery system was held for Department staff on April 19. (See Attachment A.) Invited guests from the Connecticut, Maine, New Hampshire, and Rhode Island Departments of Education; the Regional Laboratory for Educational Improvement of the Northeast and Islands; Research for Better Teaching; and the National Board for Professional Teaching Standards engaged in a day-long dialogue with key Department staff to begin identifying strategies that have proven to be successful, for possible implementation in Massachusetts.

To be continued in FY95.

III. 1994 - 95 STATE PRIORITY GOALS, OBJECTIVES, AND ACTIVITIES: BUILDING THE PROFESSIONAL DEVELOPMENT SYSTEM

The State's priorities for 1994 - 95 will focus on building the statewide professional development service delivery system using the foundation laid by the first annual Statewide Plan for Professional Development. Many activities will serve to complete and extend the work done in FY94.

The State's priority goals for 1994 - 95 are as follows:

- Design, Implement, and Support a Vision and Long-Range Plan for a Statewide Professional Development Service Delivery System.
- Provide Assistance to School Districts to Promote Coherence Among Individual and Organizational Professional Development Plans and Activities.
- Identify or Promote the Creation of Professional Development Programs or Activities for Specific Purposes
- Gather and Disseminate Information on Professional Development Issues, Policies, Programs, Practices, and Resources

In pursuing all priority goals, the Department will work with members of the education community — including the Board and Secretary of Education, Higher Education Coordinating Council, teachers, administrators, school council members, higher education, and private professional development service providers. Specific objectives and activities for each of the priority goals are stated below. (See also Attachment B.)

A. Design, Implement, and Support a Vision and Long-Range Plan for a Statewide Professional Development Service Delivery System

Assist educators to gain ready access to meaningful professional development opportunities which will enable them to facilitate improved student learning and to address their individual professional growth and certification/recertification needs.

Objectives/Activities:

1. Work with members of the education community to develop a vision of a statewide professional development service delivery system for Massachusetts, for adoption by the Board of Education.
   a. Work with the Department's Educational Personnel Advisory Council and others.
   b. Present the service delivery system vision to the Board.

2. Develop a long-range plan that focuses professional development programs and activities offered/sponsored by the Department to support and implement the vision.

3. Design a statewide professional development service delivery system, including exploring the feasibility of providing professional development to more isolated areas and sharing information though a variety of strategies and tools such as telecommunications.

4. Strengthen connections between recertification and professional development.

    a. Promulgate recertification regulations.
    b. Develop related administrative or technical assistance guidelines and procedures, including information on a "no cost" option.
    c. Work with constituents to develop standards for Department approval of professional development programs and activities to be applied toward recertification.

5. Link professional development with teacher and administrator performance standards.

6. Gather professional development resource information and create opportunities for sharing it.

    a. Identify promising professional development models and resources.
    b. Prepare a professional development resource/network guide.

7. Establish priorities and prepare the FY96 Statewide Plan for Professional Development, to be submitted to the Board of Education for approval and filed with the Governor and Legislature.

B. Assist School Districts to Create Coherence Among Individual and Organizational Professional Development Plans and Activities

Implement activities specified in the Education Reform Act, including developing and refining sample plans for individual and district use.

Objectives/Activities:

1. Prepare/refine sample documents:

    a. Individual professional development portfolio.
    b. Professional development component of school improvement plan.
    c. District professional development plan.
    d. Individual recertification plan.
    e. District training plan for provisional teachers.

2. Identify and promote local approaches to achieving coherent, systemic professional development planning and implementation that address both organizational and individual needs.

C. *Assist and Support Professional Development for Specific Purposes*

Assist educators to meet emerging needs, particularly those resulting from the Education Reform Act of 1993, Goals 2000, or similar Board and Department actions.

Objectives/Activities:

- Work with educators to identify or establish professional development options to assist with the certification of formerly "grandfathered" teachers of English as a second language.

D. *Gather and Disseminate Information on Professional Development Issues, Policies, Programs, Practices, and Resources*

Provide multiple opportunities for members of the educational community to learn about and contribute to shaping the professional development system in Massachusetts, including its links with recertification.

Objectives/Activities:

1. Conduct regional forums on professional development-related issues, including the FY95 Statewide Plan.

2. Disseminate, through print and electronic means:

   a. Sample professional development plans.
   b. Professional development resource guide/network information.
   c. Recertification technical assistance materials.
   d. Other professional development-related information, to be identified.

IV. NEXT STEPS/TIMELINES

The Department will work with its Educational Personnel Advisory Committee and other members of the education community to implement the goals, objectives, and activities of this Plan:

July - December 1994	Promulgate recertification regulations, and prepare and disseminate related guidelines. (III-A 4a-b; III-D 2c.)
	Work with the Educational Personnel Advisory Committee and others to develop the vision and plan for a statewide professional development service delivery system, including proposed resources; present the vision and budget request to the Board of Education. (III-A 1-5.)
	Provide guidance for certification of formerly "grandfathered" teachers of English as a second language. (III-C.)
	Prepare and disseminate the FY95 Statewide Plan, sample professional development plans, and resource information. (III-A 6; III-D 2a,b,d.)
January - June 1995	Conduct regional forums (III-D 1.)
	Develop standards for professional development programs and activities. (III-A 4c.)
	Prepare a preliminary design of the statewide service delivery system. (III-A 3.)
	Identify systemic local approaches to professional development planning and implementation. (III-B 2.)
	Develop and present the proposed FY96 Statewide Plan for Professional Development to the Board of Education; file the Plan with the Governor and Legislature. (III-A 8.)

V. CONCLUSIONS AND RECOMMENDATIONS

Professional development is a keystone of the Education Reform Act of 1993. The Co-Chairs of the Board of Education's Commission on the Common Core of Learning have stated,

> *"...if we are to hold students, and therefore schools and school staff, to higher standards, we must provide continuing quality professional development for all educators, so that teaching careers are challenging, rewarding and respected. Without world class teaching we cannot expect world class learning."*

A statewide professional development service delivery system will coordinate relevant new requirements for certification/recertification, support for provisional teachers who are entering the profession, ongoing professional development, teacher and administrator performance standards, and coherence among professional development plans to achieve the goals of Education Reform.

There must be adequate fiscal support from the Commonwealth if we are to implement the goals of this Statewide Plan for Professional Development and to make real the vision for a comprehensive, statewide professional development service delivery system for Massachusetts.

ATTACHMENT A:

PROFESSIONAL DEVELOPMENT INFORMATION AVAILABLE THROUGH THE DEPARTMENT OF EDUCATION

1. FY94 Regional Professional Development Forum Materials (March 1994)

2. Sample Individual Professional Development Portfolio (March 1994)

3. Sample School District Professional Development Plan (March 1994)

4. Professional Development Service Delivery Network Policy Seminar Description (April 1994)

5. Database on Recommendations for Fiscal Year 1995 Professional Development Priorities (June 1994)

ATTACHMENT B:

Summary of 1994 - 95 State Professional Development Priority Goals, Objectives/Activities, and Timelines

III. SUMMARY OF 1994 - 95 STATE PROFESSIONAL DEVELOPMENT PRIORITY GOALS, OBJECTIVES/ACTIVITIES, AND TIMELINES

Goal	*Objective/Activity*	*Timeline*
A. Design, Implement, and Support a Vision and Long-Range Plan for a Statewide Professional Development Service Delivery System	1a. Work with the Educational Personnel Advisory Council to develop the vision. 1b. Present the vision to the Board. 2. Develop long-range plan & focus Department activities. 3. Design system. 4a. Promulgate recertification regulations. 4b. Develop administrative procedures, including a "no cost" option. 4c. Develop standards for professional development. 5. Link with teacher & administrator performance standards. 6a. Identify programs & other resource information. 6b. Prepare resource guide. 7. Prepare FY96 State Plan, submit to Board, and file with Legislature & Governor.	Fall 1994 Winter 1994 Fall - Winter 1994 Spring 1995 Fall 1994 Spring 1995 Fall 1994 Fall - Winter 1994 Winter 1994 By June 30, 1995
B. Assist School Districts to Promote Coherence Among Plans	1. Prepare sample plans. 2. Identify & promote systemic local professional development planning & implementation approaches.	Fall - Winter 1994 Spring 1995
C. Assist and Support Professional Development for Specific Purposes	• Work with educators to assist with certification of formerly "grandfathered" ESL teachers.	Summer - Fall 1994
D. Gather and Disseminate Professional Development Information	1. Conduct regional forums. 2a. Disseminate sample plans. 2b. Disseminate resource guide. 2c. Disseminate recertification materials. 2d. Disseminate FY95 Plan & other professional development information.	Winter - Spring 1995 Fall - Winter 1994 Winter 1994 Fall 1994 Summer 1994 -